DOCUMENT RESUME

ED 136 902 PS 009 019

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TITLE Teaching the Special Child in Regular Classrooms.
INSTITUTION ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.; Office of Child Development (DHEW), Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Feb 77
NOTE 77p.; Paper contains an ERIC Abstract Bibliography
AVAILABLE FROM ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennnsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 158, $2.75)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Early Childhood Education; *Educational Principles; Handicapped Children; *Handicapped Students; *Regular Class Placement; *Special Education; Teaching

ABSTRACT

This document includes a paper and a bibliography of ERIC abstracts on teaching the special child in mainstreamed classrooms. The paper presents five basic assumptions related to the teaching of young handicapped children, discusses principles of teaching special children which may be helpful to teachers working in mainstreamed classrooms, and looks briefly at the unresolved questions associated with teaching special children. The principles of teaching young handicapped children are based on the assumptions that: (1) the handicapped child has the same basic needs as all children; (2) handicapping conditions involve the whole child, not just the affected organ, limb or function; (3) handicapped children are individuals; (4) a handicap cannot be overlooked; and (5) handicapped children are entitled to equal opportunities to learn and develop. Teaching young handicapped children requires special knowledge and understanding, active intervention on behalf of the child, and orchestration of the many facets of a total program. The problems of mainstreaming, labeling, age of enrollment, and readiness are discussed. The selected ERIC bibliography on mainstreaming handicapped children includes resumes from "Resources in Education" (RIE), October 1976 through January 1977, and citations from "Current Index to Journals in Education" (CIJE), September 1976 through January 1977. (SB)

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TEACHING THE SPECIAL CHILD IN REGULAR CLASSROOMS

by

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Office of Child Development

with

ERIC Abstract Bibliography

Available from:
ERIC Clearinghouse on
Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

Price: $2.75 Catalog #158

February 1977

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Prior to publication, the manuscript was submitted to the Area Committee for Early Childhood Education at the University of Illinois for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Area Committee or the National Institute of Education.

TEACHING THE SPECIAL CHILD IN REGULAR CLASSROOMS

The practice of mainstreaming--integrating children with special needs into regular classroom environments--is becoming increasingly widespread in preschool programs of various kinds (including Head Start) and in public school settings at all grade levels. A few states have mandated mainstreaming throughout their entire public school systems. Yet very little is known about the impact of mainstreaming on different children, different age groups and different handicaps.

The intent of mainstreaming is to provide handicapped children with equal opportunities for educational experiences--within what is sometimes termed "the least restrictive environment." But while mainstreaming can benefit many children, the successful mixing of normal and handicapped children in any setting is dependent upon a variety of complex factors.

This paper presents five basic assumptions related to the teaching of young handicapped children in any setting, discusses some principles of teaching special children (based on these assumptions) which may be helpful to teachers working in mainstreamed classrooms, and looks briefly at some of the unresolved questions associated with teaching special children.

FUNDAMENTAL ASSUMPTIONS

The principles of teaching young handicapped children--whether in regular classrooms or in separate programs--are based on certain underlying assumptions:

.The handicapped child is, first of all, a child, with the same basic needs as all children. Whether blind, crippled, mentally retarded, emotionally disturbed (whatever the nature of the handicap), the child is still a child who is more like "normal" children than different.

.Handicapping conditions are complex and involve the whole child, not just the affected organ, limb, or particular function directly related to the handicap. Nowhere is the interrelatedness of development more evident than in handicapped children. The teacher who has a young deaf child in the classroom, for example, must be aware that the child's deafness affects more than just the child's ability to hear. The experience of deafness may also have a profound effect on the child's self-image and can certainly influence his social/emotional development, his relationships with other children and adults, and his functioning in group situations, especially those situations in which hearing or speaking is involved.

.Handicapped children, even those within the same category of handicapping condition, do not constitute a homogeneous group. Each handicapped child is a unique individual. Obviously, among any group of blind children there will be many differences in intellectual abilities, in personality traits and in interests. For example, observations of a preschool program serving mentally retarded children would likely reveal that some children are active and outgoing and move about in the classroom and on the playground with a high degree of muscular coordination and grace. Other mentally retarded children of the same chronological age might appear awkward or clumsy. The individuality of young handicapped children becomes even more evident as one makes an effort to discover each child's particular strengths and weaknesses.

.A handicap is indeed a handicap. It is not a good thing, not an advantage or a blessing. It cannot be lightly dismissed. This assumption should not lead to the conclusion that nothing can be done; each handicap has to be dealt with. However, parents of handicapped children are frequently urged to accept their child's handicap. Such pressure seems unrealistic. Can parents ever really accept their child's handicap? It is likely that an underlying sense of

disappointment always remains. At best, one learns to cope with the fact of the handicap, but it remains a disability, a burden, a liability and not an asset.

.Handicapped children are entitled to an equal opportunity to learn and develop to their maximum potential. This is not to say that all children are entitled to (or, indeed, should have) the same educational experiences. Sound teaching practices include providing experiences suitable for each learner. However, handicapped children should have the same right as all children to equal opportunities for educational and developmental experiences appropriate to their individual needs and abilities.

UNRESOLVED ISSUES

These assumptions raise a number of questions and issues related to the teaching of handicapped children, particularly in the areas of mainstreaming, labeling, age of enrollment, and readiness.

.Mainstreaming: There are many unresolved issues associated with mainstreaming. For instance, what does "providing the least restrictive environment" mean?

Should the decision of whether or not to mainstream a child be dependent upon the nature or etiology of the child's handicap or to the severity of the handicap--or both? Is it all right to integrate blind or deaf children into regular classes in elementary or preschool programs, but to provide separate programs or classrooms for emotionally disturbed or mentally retarded children? Can mainstreaming serve the needs of the handicapped child without shortchanging other children in the group?

.Labeling: The labeling of children has become one of the most controversial issues in special education. Accurate diagnosis of handicapping conditions, involving both identifying and labeling, is crucial to meeting a child's needs effectively. It seems almost impossible to escape some of the unfortunate overtones of stereotyping or stigmatization associated with diagnosis. However, it is urgent to find ways of providing young handicapped children with appropriate services without permanently assigning a stigmatizing label to children and families who need and use these services. Today we are witnessing increased awareness and sensitivity to the range of implications and problems related to the screening, assessment, and diagnosis of handicapping or potentially handicapping

conditions in young children. Recognizing the scope of problems inherent in the labeling (or mislabeling) of children is at least a beginning.

.Age of Enrollment: A third unresolved issue relates to the optimum timing or age at which children should enter preschool programs. There are uncertainties regarding the age or stage of development at which a child with any given type of handicap might be ready for a group experience. Furthermore, it is not clear whether a child's first or earliest group experiences should be with other handicapped children or in a mainstreamed setting--or both.

.Readiness: Questions concerning time or age of enrollment raise the issue usually referred to as readiness. The concept of readiness is still problematic, not only in relation to handicapped children but to all children. Some of these issues are related to the status of theories of critical periods or critical stages in the development of the young child. Programmatic responses or attempts to resolve these issues have led to increasing numbers of activities and programs designed to serve younger children. As a result, one can now find programs, including programs for the handicapped, not only for preschool children but also for toddlers and even infants.

These and many other issues remain unresolved, and there is little data and not too much experience to help resolve them; yet decisions still have to be made, and some basic (though tentative) principles of teaching young handicapped children can be formulated.

BASIC PRINCIPLES

These principles, which seem to fall into three broad categories, might be simply stated as follows: teaching handicapped children requires (1) special knowledge and understanding; (2) active intervention on behalf of the child; and (3) orchestration of the many facets of a total program. While these principles apply to teaching all young children, they have special meaning and seem especially important when working with the young handicapped child.

Special Knowledge and Understanding

Being adequately informed about how children develop and learn is a basic requirement for all teachers. This is especially crucial for the teacher working with young handicapped children. These teachers may need to be able to go beyond.

to do more and to know more than other teachers might need to do or know. Five different areas of knowledge can be delineated: (1) baseline knowledge; (2) knowledge about the handicapping conditions; (3) knowledge about the individual handicapped child; (4) knowledge of available resources; and (5) knowledge of one's own feelings about the handicapped.

Baseline Knowledge

Every teacher should know what can be exepcted of the average or "normal" child and have a keen appreciation for the wide variation or range which can be reasonably considered within normal development. Every teacher, and most certainly the teacher of the young handicapped child, should be able to anticipate typical behavior or functioning, the baseline data for normal development and growth. (For example, most children walk between the ages of 12 to 18 months; if a child is not able to walk by 18 months of age, some serious attention should be given to finding out why this is so).

Baseline developmental data apply to all children, to all groupings or categories of children. Knowledge and understanding of such baseline data is vital for the teacher working with handicapped children. Recognition of the range of typical behaviors, norms, or average achievements for all children can provide the essential

safeguards against attempting to explain all behavior or problems in terms of a child's handicaps. Such data serves as a reminder to the teacher that each handicapped child is first and foremost a child, and that not everything the child does or fails to do is caused by his/her handicap. For example, a two-year-old deaf child who bites other children or who has temper tantrums may simply be exhibiting behavior often seen in two-year-old children, behavior which may or may not be related to deafness. A four-year-old retarded child, like many other children her age, may be much more interested in active play with wheel toys than listening to a story which requires her to sit quietly and listen.

Another aspect of normative developmental data relates to the wide differences in individual learning styles of young children. For example, some children are more visually oriented than others; some children prefer to observe the actions of others before attempting a task or joining an activity; some children accompany their actions with a steady flow of language, while others are very tentative and hesitant about talking or asking questions. It is particularly helpful for the

teachers in mainstreamed classrooms to have an understanding of children's individual learning styles: how these styles might be recognized, whether or not they are age-related or culturally significant, and how they might be utilized or modified.

Above and beyond such developmental data are other kinds of knowledge which may not be expected of regular classroom teachers but are particularly significant for teachers working with handicapped children.

Knowledge about Handicapping Conditions

It seems obvious that as more children become mainstreamed, it would be unreasonable to expect that every teacher who has a handicapped child in his class can become an expert in understanding and dealing with a wide variety of handicapping conditions. However, it will be helpful if each teacher knows as much as

possible about the particular handicaps affecting any children within his/her care. What are the effects or manifestations of the handicap? Are there "typical behaviors" associated with the handicaps? For example, a teacher does not have to become an audiologist or speech therapist in order to help a deaf child improve his speech. However, such a teacher should have a general knowledge about what happens to children who are deaf and how a hearing loss may affect their language and communications skills. To meet the special needs of a child with impaired vision, a teacher should have at least a general idea of how such a child might deal with sensory stimuli and how the disability could affect the way the child learns various things.

General information, too, is needed about children with a particular handicap. Will the child need more time to do certain things, or need more repetition and practice than others in the class to acquire the same mastery of skills? Will the child ever be able to master the same skills?

Knowledge about the implications of the handicap for the child, for his family, and for society, is important. For instance, will the child always be confined to a wheelchair? Or, with therapy and training, is she likely to learn to walk? Will the child require special help throughout childhood or possibly for the rest of her life? What will determine her limitations?

Are there expectations that some aspects of the handicap will diminish? Are there certain times when the child will need help (for instance, getting on and off a school bus) but other times when help is not needed?

Knowledge about a Particular Child

The answers to questions raised above will obviously not be the same for each handicapped child. The teacher also needs a third kind of knowledge: knowledge about each individual handicapped child as a unique human being. The child's prior experiences contribute greatly to his present functioning, and knowledge of his experiences will affect how a teacher interacts with him. For instance, a child who has frequently been hit or hurt by adults may be reluctant to talk, or may be fearful of others. There are extreme examples in which experiences have profound effects on a child's functioning, but there are also more subtle events which affect children's lives and their behaviors.

Knowledge about a particular child includes some understanding of his family. Cultural factors may influence how families cope with the child's handicap. For example, a family living in a rural setting where high value is placed on many relatively simple skills associated with farming or housekeeping might find it easier

to accommodate a retarded youngster than a family in a complex urban setting where there might be a high expectation of academic achievement or complex social coping skills.

It is helpful for the teachers to know how a family copes with the handicap and what the child's home environment is like. What are the child's likes and dislikes? His experiences within the community? Has he traveled with his family? How does he get along with his siblings? Has he had experiences with other children outside his family setting?

It is important to know how this handicapped child sees adults: as supportive, helpful people who give reassurances? Or as threatening people who cause pain or give no help? How does this handicapped child see his world? Is it a world that he can't understand? An unreliable world? One in which hs is forced to go from place to place or clinic to clinic? A world in which he looks for answers, but gets none?

Does this child feel he has "failed"--that his family sees him as a failure? Have people treated him as "different", and thus not encouraged him to do things which he might really learn to do? Has he been treated as a handicapped miniature adult? Has too little or too much been expected of him? Is he overprotected at home or at school? Does he get adequate support, or is he left largely to his own devices?

Teachers working with young handicapped children can use every possible source of information to deepen their understanding of each child. Knowing a child involves observing and relating. Providing an individualized program is possible only through knowing and understanding an individual child.

Knowledge about Resources

Knowledge about specific resources available for each handicapped child will be helpful to the teacher involved in mainstreaming. What resources are available to the teacher, the child, the family, and to other persons who may be concerned with a particular handicapping condition? Are there special materials or equipment which can be purchased, constructed, or adapted for use in the classrooms or in the home? Are special training facilities or training procedures needed? Are there existing community agencies which can be tapped for diagnosis, family counseling, or treatment? Are there voluntary agencies or trained persons who might provide special skills needed to serve the handicapped child or his family?

Knowledge of Self

All teachers, but especially the teacher of the young handicapped child, will gain by some special kind of self-knowledge. It is essential for such teachers to be aware of their own attitudes toward handicapped persons in general as well as toward the individual children or families with whom they work. Questions to be faced honestly by each teacher include the possibility of finding satisfaction or glory in the child's or family's dependence on him/her. Is the child's own healthy independence sufficiently promoted? One of the most tempting pitfalls for the teacher is pity. A teacher may be touched, feel sincere concern and/or a high degree of sympathy for the child or for the family. But to attempt to build a teaching program on pity is self-defeating.

Active Intervention

In many preschool classrooms the role of the teacher is that of a facilitator who enables individual children to use the classroom environment and participate in a variety of learning activities. However, the probability that a handicapped child can or will participate in classroom activities is frequently limited without the carefully planned intervention of the teacher. In general, more and different kinds of intervening are needed than for teaching normal children. For example, special efforts must be made to introduce a blind child to the doll corner or to simplify the environment for a child who is easily distracted.

The teacher of handicapped children is therefore a programmer, pacing or timing the introduction of new activities, tasks, or stimuli to allow the child time to master one step before being overwhelmed with new tasks, requests, or distractions. Informality does not always work for the handicapped child; imitation, instruction or coaching (i.e. greater involvement by the teacher) may be required to persuade the child to participate in certain tasks and activities.

It is important for every child to establish trust and confidence in himself and others; for the handicapped child it is crucial. Teaching a child self-help skills (rather than doing for him) can make a difference. Highly individual approaches which take into account all the teacher's knowldege of a particular child and the nature of his handicap may need to be explored. By developing alternative ways of enabling a handicapped child to acquire desired skills, a teacher can achieve the optimum balance between dependence and independence. Intervention is often required in interactions between the handicapped child and other children in order to encourage participation. Such intervention may include discouraging children from doing too much for the handicapped child.

A handicapped child will find it easier to interact with the people and the materials in the classroom if the teacher has allowed room for making mistakes

and uses the total program to help the child take some risks. The teacher can structure and pace activities so that the risks are not overwhelming and the child can experience success and cope with occasional failures. Intervention requires careful and thoughtful planning based on ongoing observations and review of the child's development. It may be difficult to get cues from the handicapped child without the active involvement of the teacher. For example, it may be extremely hard to know what a handicapped child is thinking or doing with an activity without repeated efforts on the part of the teacher. It can be very useful to explore a variety of approaches. However, the teacher cannot afford to fall for "easy gimmicks". There is no one answer, no such thing as the way to set up the classroom for a blind preschooler or a packaged set of activities to teach math concepts to any mentally retarded youngster.

Intervening on a child's behalf does not mean that the teacher should provide so structured a program that it may no longer reflect a child's interest. Appropriate intervention, dependent upon the teacher's responses to clues in child behavior, is different from a totally teacher-directed approach.

Orchestration

The role of the teacher of young handicapped children becomes one

characterized by orchestration of activities both within and outside the classroom. In the classroom, the needs of the handicapped child have to be met, but not at the expense of the other children. Too much difference between the way teachers respond to and provide for a handicapped child and other children can be as harmful as neglecting his special needs. No child profits from being the object of excessive attention or from always being singled out. The total classroom program should reflect an orchestration--a balanced effort--on the part of the teachers.

The concept of orchestration also involves the use of knowledge about resources within the total community, and close working relationships with parents. The teacher will find it useful to explore ways to utilize existing resources such as other professionals (speech therapists, physical therapists, psychologists, audiologists, social workers, physicians, teachers, aides, volunteers and parents, and organizations set up to help the handicapped.

Such persons can provide treatment, therapy, or equipment, usually outside the immediate school environment but coordinated with the school activities. Other resource persons may provide advice or supplementary training or insights to those who deal directly with the handicapped child. Some resource people can help to interpret specific medical or scientific language regarding diagnosis or etiology, to provide helpful information.

The success of any program for young children depends to a large degree on how well the teacher can bridge the gap between home and school. While it is true that parents of handicapped children have special problems which have to be addressed, it is equally true that many of these parents have much to contribute. The orchestration effort by the teacher will be most successful if it involves a two-way interchange with parents.

The teacher of the handicapped child learns to orchestrate the use of these varied resources and may even find ways to generate new ones. In so doing, the teacher truly enlarges the horizons for the child and those concerned with his development.

Teaching young children is always a complex activity. The knowing, intervening, and orchestrating roles of the teacher of young handicapped children add to the complexity. Teaching a handicapped child requires constant awareness of the child's <u>difference</u> but always within the context that he is a child, and thus <u>like</u> other children.

ABSTRACT BIBLIOGRAPHY

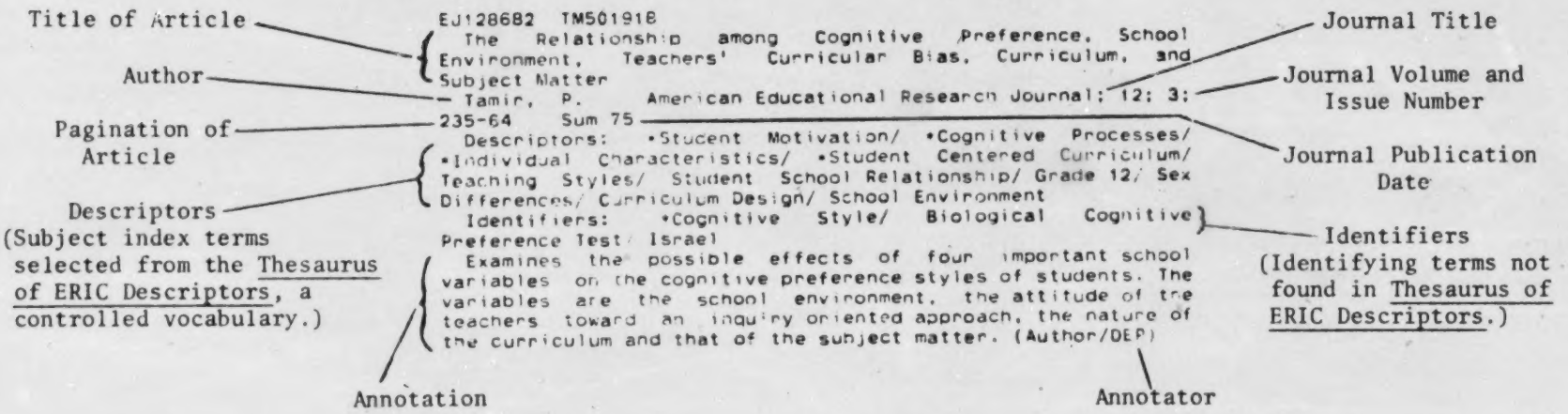
Introduction

This selective bibliography cites recent ERIC documents and journal articles focusing on the mainstreaming of handicapped children into regular classrooms. Entries include resumes from Resources in Education (RIE), October 1976 through January 1977, and citations from Current Index to Journals in Education (CIJE), September 1976 through January 1977.

Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproduction Service (EDRS). (See order information at the end of this publication.) Journal articles are available only in the journals cited, not through the ERIC system. CIJE provides a list of the complete titles and ordering addresses for all journals indexed.

I. CITATIONS FROM CURRENT INDEX TO JOURNALS IN EDUCATION

SAMPLE CITATION:


Title of Article
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Descriptors (Subject index terms selected from the Thesaurus of ERIC Descriptors, a controlled vocabulary.)
Annotation
Annotator
Journal Title
Journal Volume and Issue Number
Journal Publication Date
Identifiers (Identifying terms not found in Thesaurus of ERIC Descriptors.)
EJ128682 TM501918
The Relationship among Cognitive Preference, School Environment, Teachers' Curricular Bias, Curriculum, and Subject Matter
Tamir, P. American Educational Research Journal; 12; 3;
235-64 Sum 75
Descriptors: •Student Motivation/ •Cognitive Processes/ •Individual Characteristics/ •Student Centered Curriculum/ Teaching Styles/ Student School Relationship/ Grade 12/ Sex Differences/ Curriculum Design/ School Environment
Identifiers: •Cognitive Style/ Biological Cognitive Preference Test/ Israel
Examines the possible effects of four important school variables on the cognitive preference styles of students. The variables are the school environment, the attitude of the teachers toward an inquiry oriented approach, the nature of the curriculum and that of the subject matter. (Author/DEP)

EJ143847 SP504726
The Exceptional Person: Approaches to Integration
Zufall, Dorothy L. Journal of School Health; 46; 3; 142-4 Mar 76
Descriptors: *Handicapped Students/ *Regular Class Placement/ *Educational Needs/ Normalization (Handicapped)/ Preschool Programs/ Elementary Schools/ Secondary Schools/ Post Secondary Education/ Educational Planning/ Guidelines
Adaptations necessary for the successful integration of handicapped students of all ages are described. (SW)

EJ143388 PS504978
Helping Children Understand the Child with Special Needs
Cleary, Margaret E. Children Today; 5; 4; 6-10 Jul-Aug 76
Descriptors: *Early Childhood Education/ *Regular Class Placement/ *Handicapped Children/ *Empathy/ *Demonstration Programs/ *Classroom Communication/ Peer Acceptance/ Group Discussion/ Role Playing
Identifiers: *Massachusetts Council Developmentally Disabled
Describes a program for teaching teachers to help children understand the special needs of handicapped children through the use of group discussions, agency experts, handicapped guests, role playing activities, visual aids, and field trips. (SB)

EJ142984 EC082365
Models in Special Education: Considerations and Cautions
Schworm, Ronald W. Journal of Special Education; 10; 2; 179-86 Sum 76
Descriptors: *Learning Disabilities/ *Regular Class Placement/ *Student Placement/ *Administration/ *Models/ Exceptional Child Education/ Behavior Problems/ Educational Methods
Cautions and considerations for developing and implementing instructional models for students with learning and behavioral problems are examined in view of the need for keeping students as close to the least restrictive alternative as possible. (Author)

EJ142938 EC082258
Use of Normative Peer Data as a Standard for Evaluating Classroom Treatment Effects
Walker, Hill M.; Hops, Hyman Journal of Applied Behavior Analysis; 9; 2; 159-68 Sum 76
Descriptors: *Behavior Problems/ *Behavior Change/ *Class Management/ *Regular Class Placement/ *Observation/ Exceptional Child Research/ Emotionally Disturbed/ Primary Education/ Reinforcement/ Research Methodology

Identifiers: Token Economy
A study involving 24 primary-grade children with behavior problems was conducted to illustrate the use of normative behavioral observation data as a standard for evaluating the practicality of treatment effects produced in other settings. (Author/SB)

EJ142379 CE505215
Open and Special
Binder, Gene Notes from Workshop Center for Open Education; 5; 1; 17-20 Spr 76
Descriptors: *Open Education/ *Special Education/ *Regular Class Placement/ *Individual Differences/ *Individualized Programs/ Special Classes/ Handicapped Children/ Individual Needs/ Individualized Instruction/ Educational Alternatives
Open education offers much more flexibility for mainstreaming than the traditional approach; open classrooms are designed to accommodate children in their individuality. Making adaptations is not upsetting to open classrooms. If children must go to special classes, the open school tendency toward community blurs boundaries between special and regular classes. (Author/AJ)

EJ142178 UD504549
Open and Special
Binder, Gene Notes From Workshop Center for Open Education; 5; 1; 17-20 Spr 76
Descriptors: *Open Education/ *Special Education/ *Educational Change/ *Educational Environment/ Individual Instruction/ Special Classes/ Individual Needs/ Educational Needs
Identifiers: *Mainstreaming
Suggests that changes in special education are not going to take place overnight. In fact, they will not take place at all unless the open classroom replaces the traditional classroom. It seems that special education class rooms will be influenced by the open classroom as the open education movement continues to spread. (Author/AM)

EJ141887 SP504567
Special Education Preservice Training of General Educators
Baker, Clifford D. Colorado Journal of Educational Research; 15; 2; 14-16 Win 76
Descriptors: *Special Education/ *Higher Education/ *Teacher Educators/ *Teacher Educator Education/ *Teacher Education Curriculum/ Preservice Education
Identifiers: *Mainstreaming
This article describes a project that is designed to provide teacher educators with materials to be used for preparing the regular classroom teacher to work with handicapped children. (RC)

EJ141294 EC082149
Integrated Education
Healey, William C. Volta Review; 78; 4; 68-75 May 76
Descriptors: *Aurally Handicapped/ *Regular Class Placement/ *Educational Trends/ Exceptional Child Education/ Elementary Secondary Education/ Student Placement/ Federal Legislation/ Educational Needs
Mainstreaming of hearing impaired students is discussed from the points of view of the child, the school system, and the future. (SB)

EJ141292 EC082147
Curriculum: Its Perspectives and Prospects
Craig, William N. Volta Review; 78; 4; 52-9 May 76
Descriptors: *Deaf/ *Curriculum Development/ *Teaching Methods/ *Educational Trends/ Exceptional Child Education/ Aurally Handicapped/ Elementary Secondary Education/ Educational Technology/ Regular Class Placement/ Open Education
Focused on are the application of current curriculum approaches to selected programs for deaf students. (SB)

EJ141279 EC082134
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Murphy, Harry J. American Annals of the Deaf; 121; 3; 305-8 Jun 76
Descriptors: *Aurally Handicapped/ *Academic Achievement/ Exceptional Child Research/ Higher Education/ Regular Class Placement

EJ140842 CE505153
Building a Special Bridge: Improving Consumer Education through Communication

Abbas, Elizabeth K. Illinois Teacher of Home Economics; 19; 5; 294-7 May/Jun 76
Descriptors: *Lesson Plans/ *Cooperative Planning/ *Exceptional Students/ *Regular Class Placement/ *Vocational Education/ Vocational Education Teachers/ Special Education Teachers/ Handicapped Students/ Guides/ Models
A format developed at the University of Illinois is presented, to facilitate joint planning (by vocational teachers and special education teachers) of lessons that will be successful with special-needs students in regular vocational education classrooms. (AJ)

EJ140823 CE505125
Teaching Vocational Skills to the Handicapped--An Interview with Marc Gold
Oppert, Judy Richards Illinois Teacher of Home Economics; 19; 2; 94-7 Nov/Dec 75
Descriptors: *Home Economics Education/ *Handicapped Students/ *Teaching Methods/ *Individualized Instruction/ *Regular Class Placement/ Home Economics Teachers/ Special Education/ Daily Living Skills/ Job Skills/ Teacher Responsibility
Identifiers: *Gold (Marc)
A university researcher concerned with helping handicapped people become self-sufficient discusses his concepts' and procedures' implications for home economics teachers, recommending breaking complex tasks into simple instructional components so handicapped students can master them, rather than teaching simpler tasks which would not ensure self-sufficiency. Specific examples are given. (AJ)

EJ140816 CE505118
Accepting Learning Difficulties
Riggers, Marcia Illinois Teacher of Home Economics; 19; 2 ; 63-4 Nov/Dec 75
Descriptors: *Regular Class Placement/ *Home Economics Education/ *Handicapped Students/ *Guidelines/ *Curriculum Planning/ Home Economics Teachers/ Special Education/ Teacher Responsibility/ Daily Living Skills/ Curriculum Design
Mainstreaming is appropriate to home economics, where independent living skills are taught. Handicapped students can be integrated successfully into an already full and busy classroom. Suggestions to help teachers inexperienced in special education grow in acceptance and specific special education concept guidelines for necessary curriculum design changes are offered. (AJ)

EJ140615 AA522888
Getting the Other Chemistry Right: All in the Same Apple Cart
Roper, Peter; Doe, Bob Times Educational Supplement (London); 3163; 22-3 Jan 16 76
Descriptors: *Teaching Methods/ *Educational Change/ *Regular Class Placement/ *Student Ability/ *Science Education / Student Needs/ Critical Thinking/ Student Development
In the second of two TES articles on mixed-ability teaching, authors showed how the method operated for science and mathematics at Abbey Wood, and collected reactions of the school's teachers, pupils and parents. (Editor/RK)

EJ139487 EC082041
Integration of Young TMR Children Into a Regular Elementary School
Ziegler, Suzanne; Hambleton, Donald Exceptional Children; 42; 8; 459-61 May 76
Descriptors: *Trainable Mentally Handicapped/ *Interaction Process Analysis/ *Regular Class Placement/ *Student Attitudes / *Peer Acceptance/ Exceptional Child Research/ Mentally Handicapped/ Elementary Education/ Interpersonal Relationship

EJ139478 EC082032
'Special' Children in a Comprehensive
Garnett, Jean Special Education Forward Trends; 3; 1; 8-11 Mar 76
Descriptors: *Mentally Handicapped/ *Regular Class Placement / *Childhood Attitudes/ *Foreign Countries/ Exceptional Child Education/ Elementary Secondary Education
Identifiers: Great Britain
An administrator describes her experiences in gradually integrating educationally subnormal children (11-16 years old) into a regular British school over a 6-year period. (CL)

EJ139451 EC081967
Social Acceptance of the EMR in Different Educational Placements
Lax, Bernard; Carter, John L. Mental Retardation; 14; 2; 10-3 Apr 76
Descriptors: *Educable Mentally Handicapped/ *Special Classes/ *Student Placement/ *Interpersonal Competence/ Exceptional Child Research/ Mentally Handicapped/ Elementary Secondary Education/ Research Reviews (Publications)/ Regular Class Placement/ Peer Relationship

EJ139429 EC081873
Preventive Mainstreaming: Impact of a Supportive Services Program on Pupils
Cantrell, Robert P.; Cantrell, Mary Lynn Exceptional Children; 42; 7; 381-6 Apr 76
Descriptors: *Handicapped Children/ *Emotionally Disturbed/ *Resource Teachers/ *Program Effectiveness/ *Regular Class Placement/ Exceptional Child Research/ Primary Grades/ Academic Achievement/ Referral/ Teachers

EJ139405 EC081817
Integration of Trainable Students in a Regular High School Building
Brown, Albert Education and Training of the Mentally Retarded; 11; 1; 51-2 Feb 76
Descriptors: *Trainable Mentally Handicapped/ *Secondary Education/ *Regular Class Placement/ *Child Advocacy/ Exceptional Child Education/ Mentally Handicapped/ Peer Relationship

EJ138851 AA522736
Exceptional Children: Paul - Justin, Two Case Studies
St. John, Walter D.; And Others Instructor; 85; 6; 114-17 Feb 76
Descriptors: *Exceptional Children/ *Case Studies (Education)/ *Handicapped Students/ *Student Needs/ *Regular Class Placement/ Visually Handicapped/ Eye Hand Coordination/ Student Attitudes/ Learning Disabilities
Justin and Paul are handicapped, each in a different way. Paul, who has a severe visual disability, has profited from and succeeded in a mainstreamed program. Justin's special problems were helped through individual tutoring. In each case the treatment met the child's particular needs because of sensitive, resourceful, and caring teachers. (Editor)

EJ138576 SE516345
Experiments on Tape
Whitfield, Eddie Science and Children; 13; 6; 47 Mar 76
Descriptors: *Autoinstructional Methods/ *Blind Children/ *Handicapped Children/ *Instruction/ *Tape Recordings/ Flexible Classrooms/ Science Activities/ Science Education/ Special Education
Identifiers: Mainstreaming
The use of science experiments on tape are shown to provide for individual differences from the gifted child to the handicapped in developing skills in the language art area, developing significant concepts, and making learning come alive. (EB)

EJ138568 SE516337
Physical Education: Shortest Road to Success for the Handicapped
Shriver, Eunice Kennedy Science and Children; 13; 6; 24-26 Mar 76
Descriptors: •Adapted Physical Education/ •Instructional Materials/ •Mental Retardation/ •Physical Education/ Curriculum/ Handicapped Students/ Mentally Handicapped/ Physical Activities/ Science Education
Identifiers: Mainstreaming
Suggested is that a most successful way of bringing the mentally retarded child into the mainstream of the classroom is through sports and recreation. Two major programs of the Kennedy Foundation, available for teachers who need help in developing activities for the mentally retarded in their classrooms, are described. (EB)

EJ138561 SE516330
A Move Toward the Mainstream
Redden, Martha Ross; Malcom, Shirley Mahaley Science and Children; 13; 6; 14 Mar 76
Descriptors: •Educational Environment/ •Normalization (Handicapped)/ •Regular Class Placement/ •Science Programs/ •Teacher Education/ Handicapped Children/ Physically Handicapped/ Science Education
Identifiers: •Mainstreaming/ American Association for Advancement of Science/ AAAS
Presented is an article urging teachers of science to handicapped students in the mainstream school to accept the challenge of involving the handicapped child as a contributing member of their regular classes. To do this the teacher must have access to a variety of materials. (EB)

EJ138559 SE516328
Mainstreaming, Who?
Monaco, Theresa M. Science and Children; 13; 6; 11 Mar 76
Descriptors: •Educational Environment/ •Handicapped Students/ •Normalization (Handicapped)/ •Regular Class Placement/ •Science Education/ Educational Research/ Handicapped/ Relevance (Education)/ Special Education
Identifiers: •Mainstreaming
Presented are facts related to what putting handicapped children with normal children in regular classroom may or may not accomplish. The meaning of mainstreaming and factors included in labeling youngsters as mentally retarded are discussed. The article favors teaching handicapped and normal children together. (EB)

EJ138558 SE516327

Law and the Handicapped
Molloy, Larry Science and Children; 13; 6; 7-10 Mar 76
Descriptors: •Educational Legislation/ •Handicapped Children/ •Science Education/ •Special Education/ Handicapped Students/ Legislation/ Normalization (Handicapped)/ Regular Class Placement/ Special Education Teachers
Identifiers: •Mainstreaming
The author defines and discusses the handicapped child and what mainstreaming will mean to both the child and teacher. Statistics are given indicating eight million school-age children are handicapped to the point they need special education. What state legislation and the judicial system are doing about this is discussed. (EB)

EJ138121 EC081778
Educational Programs and Services, Part I
American Annals of the Deaf; 121; 2; 61-178 Apr 76
Descriptors: •Deaf/ •Public Schools/ •Private Schools/ •Teacher Education/ •Directories/ Exceptional Child Education/ Aurally Handicapped/ Deaf Blind/ Universities/ Regular Class Placement
Part I of the Directory of Programs and Services for the Deaf in the United States includes data and results of interviews on mainstreaming hearing impaired students and information on educational programs for the deaf and professionals in deafness. (LS)

EJ138111 EC081768
The Value of Integrating Handicapped and Nonhandicapped Preschool Children
Guralnick, Michael J. American Journal of Orthopsychiatry; 46; 2; 236-45 Apr 76
Descriptors: •Mentally Handicapped/ •Language Development/ •Social Development/ •Peer Teaching/ Exceptional Child Research/ Preschool Education/ Regular Class Placement/ Peer Relationship/ Change Agents/ Play
Presented are a conceptual and empirical framework and two research reports on the promotion of language and social skills of handicapped preschool children through involvement with nonhandicapped peers. (DB)

EJ138088 EC081532
Longitudinal Sociometric and Cross-Sectional Data on Mainstreaming Hearing Impaired Children: Implications for Preschool Programming
Kennedy, Patricia; And Others Volta Review; 78; 2; 71-81 Feb/Mar 76
Descriptors: *Deaf/ *Regular Class Placement/ *Peer Acceptance/ *Self Concept/ *Longitudinal Studies/ Exceptional Child Education/ Aurally Handicapped/ Elementary Education/ Social Adjustment/ Preschool Education

EJ137300 AA522635
Integration of Handicapped Children: Its Effect on Teacher Attitudes
Harasymiw, Stefan J.; Horn, Marcia D. Education; 96; 2; 153-58 W 75
Descriptors: *Handicapped Children/ *Teacher Attitudes/ *Regular Class Placement/ *Educational Research/ *Program Evaluation/ Research Methodology/ Tables (Data)/ Student Teacher Relationship/ Sampling
This study investigated the effect of a program designed to prepare teachers for integration of handicapped students into the regular class. (Editor)

EJ137166 AA522501
One Mainstreaming Program That Works
McNally, Agnes R. Teacher; 93; 4; 39 Dec 75
Descriptors: *Regular Class Placement/ *Handicapped Children/ *Program Descriptions/ *Individualized Instruction/ *Team Teaching
A diagnostic-prescriptive resource room program adopted by the Holcomb Campus School of the State University College of Arts and Science, Geneseo, New York, was described. Its aim was to accomplish mainstreaming through incorporating individualized instruction with the team approach. (Author/RK)

EJ137165 AA522500
Making It into the "Mainstream"
Roberts, Bonnie Teacher; 93; 4; 37-9 Dec 75
Descriptors: *Regular Class Placement/ *Handicapped Children/ *Educable Mentally Handicapped/ *Educational Needs/ *Student Evaluation/ Special Education Teachers/ Educational Objectives
Including the handicapped in the regular classroom can provide "special" education for all. Article provided some positive steps teachers can take to help the mainstreamed child succeed in the classroom. (Editor/RK)

EJ137163 AA522498
Welcome the Handicapped to Your Classroom and Enrich It
Yang, Dorothy Teacher; 93; 4; 13,20-1 Dec 75
Descriptors: *Regular Class Placement/ *Handicapped Children/ *Question Answer Interviews/ *Student Teacher Relationship/ *Teacher Influence/ Student Evaluation/ Student Attitudes
Recently the author talked to the staff at TEACHER about some of the problems she sees in the present move towards mainstreaming. (Editor/RK)

EJ136607 PS504712
Measuring Preschools' Readiness to Mainstream Handicapped Children
Abelson, A. Geoffrey Child Welfare; 55; 3; 216-220 Mar 76
Descriptors: *Handicapped Children/ *Regular Class Placement/ *Preschool Education/ *Program Evaluation/ Preschool Teachers/ Preschool Programs
Identifiers: *Michigan (Washtenaw County)
A study of 45 preschools in Washtenaw County, Michigan was undertaken to examine integration of handicapped children in their programs. (BRT)

EJ136171 EC081355
Mainstreaming: Affect or Effect
Gickling, Edward E.; Theobald, John T. Journal of Special Education; 9; 3; 317-28 F 75
Descriptors: *Handicapped Children/ *Regular Class Placement/ *Teacher Attitudes/ Exceptional Child Research/ Elementary Secondary Education/ Special Education Teachers/ Teachers/ Special Classes/ Educational Philosophy/ Communication Problems
A 46-item questionnaire designed to assess teacher attitude toward mainstreaming mildly handicapped students and communication between regular and special education was completed by 230 regular educators and 96 special educators. (Author)

EJ136141 EC081306
Mainstreaming the Mildly Retarded: Some Questions, Cautions and Guidelines
MacMillan, Donald L.; And Others Mental Retardation; 14; 1; 3-10 Feb 76
Descriptors: *Educable Mentally Handicapped/ *Regular Class Placement/ Exceptional Child Education/ Handicapped Children/ Mentally Handicapped/ Elementary Secondary Education/ Program Evaluation/ Guidelines

II. RESUMES FROM RESOURCES IN EDUCATION

SAMPLE RESUME:

ERIC Document Number (ED#)

Author(s)

Date Published and Pagination

EDRS Price (Price through ERIC Document Reproduction Service. Order by ED#. "MF" means microfiche. "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.)

ED107690 95 TM004504

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program). — Title

Masters, James R.; Laverty, Grace E.
Pennsylvania State Dept. of Education, Harrisburg.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. — Sponsoring Agency (Agency responsible for initiating, funding, and managing the research project.)
Bureau No.: BR-2-C-070
Grant No.: OEG-3-72-0051
Publ. Date: Feb 74 Note: 25p.; For related documents, see TM 004 495-503
EDRS Price MF-$0.76 HC-$1.58 PLUS POSTAGE

Descriptors: Academic Achievement/ Academic Failure/ Behavior Change/ Classroom Observation Techniques/ Comparative Analysis/ Decision Making Skills/ Discipline/ Elementary Education/ Elementary School Students/ Humanistic Education/ Inservice Teacher Education/ Parent Attitudes/ *Program Evaluation/ *School Attitudes/ *Student Attitudes/ Student Teacher Relationship/ *Teacher Attitudes/ Teacher Education/ Tests — Descriptors (Subject index terms selected from the Thesaurus of ERIC Descriptors, a controlled vocabulary.)

Identifiers: Glasser (William)/ New Castle Pennsylvania School District/ *Schools Without Failure — Identifiers (Identifying terms not found in the Thesaurus of ERIC Descriptors.)

This document summarizes an evaluation of William Glasser's Schools Without Failure (SWF) program carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and posttesting was used to assess pupil achievement and attitudes toward self, school, and others and teacher and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author/RC) — Abstract

Abstractor

ED127746 EC090974
Mainstreaming Training Systems, Materials, and Resources: A Working List. Third Edition.
Peterson, Reece L.
Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
Publ. Date: Aug 76 Note: 28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Exceptional Child Education/ *Handicapped Children/ *Institutes (Training Programs)/ *Instructional Materials/ *Regular Class Placement/ *Resource Centers/ Resource Guides
Provided is a working list of 23 training systems, materials, and resources on mainstreaming identified by the Leadership Training Institute/Special Education. Each one-page entry usually includes such information as purpose, a brief description, contact person(s), address and phone number, and an additional description. Covered are resources with the following titles: "All Together Now--Presentations from the CEC (Council for Exceptional Children) Invisible College on Mainstreaming"; "Competencies for Teaching--Teacher Education, Individual Instruction, Classroom Instruction, and Therapeutic Instruction"; "Computer Assisted Renewal Education (CARE)"; "Council for Exceptional Children Information Center"; "Directory of Training Materials from the Center for Innovation in Teaching the Handicapped"; "Exceptional Teaching; Fundamentals, Operations, Resources, Environment (FORE)"; "The Handicapped Child in the Regular Classroom"; "Individualized Learning Materials (ILM) for Teachers, Supervisors, Principals, and Central Staff"; "Leadership Training Institute/Special Education"; "Learning Opportunities for Teachers"; "Let's Series Modules Preparing Regular Educators for Mainstreaming (PREM)"; "The Lexington Teacher Training Project"; "National Center for Educational Media and Materials for the Handicapped"; "National Instructional Materials Information System (NIMIS)"; "The Preparation of Regular Classroom Teachers to Work with Students with Special Learning Problems--A Preservice Training Project"; "The Principals Training Program (PTP); Public Law 94-142"; "Special Education Administration Simulation in Monroe City (SEASIM)"; "Special Education Administrators Simulation (SEASIM) for Rural/Sparsely Populated Areas"; "Special Education Administrators Training Project (SEATP)"; "The Teacher Training Program (TTP)"; and "Upset in Polymer--An Experience in Mainstreaming". (SB)

ED127745 EC090973
Mainstreaming: A Working Bibliography. Second Edition.
Peterson, Reece L.
Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
Publ. Date: Aug 76 Note: 35p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: *Bibliographies/ Elementary Secondary Education / Exceptional Child Education/ *Handicapped Children/ *Regular Class Placement
Presented is a bibliography on mainstreaming of handicapped children with over 500 citations. Entries are listed in alphabetical order by author and usually include such information as title, source, publication date, and page numbers. Also provided is an index which lists authors included in the bibliography under the following topics: administration, art, attitudes/behavior/social acceptance/achievement, background/history/general, dated March 1976 and later, dated 1968 and earlier, efficacy of placement, elementary, emotionally disturbed/behavior problems, hearing impaired, labels/labeling, learning disability, literature, mentally retarded, parents, physical education, physically handicapped, placement/class management/individualized instruction, policy/laws/courts, preschool, project reports/models, resource rooms, secondary, social studies, speech handicapped, teacher associations/unions, trainable mentally retarded, training systems/models, visually impaired, and vocational. (SB)

ED127271 SP010303
Mainstreaming: Helping Teachers Meet the Challenge.
National Advisory Council on Education Professions Development, Washington, D.C.
Publ. Date: 76 Note: 39p.
Available from: National Advisory Council on Education Professions Development, Suite 306, 1111 20th Street N.W., Washington, D.C. 20036 (Single copy free)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Academically Handicapped/ Educable Mentally Handicapped/ Elementary Secondary Education/ Emotionally Disturbed Children/ *Handicapped Children/ *Inservice Teacher Education/ Language Handicapped/ Learning Disabilities/ Mentally Handicapped/ Multiply Handicapped/ Physically Handicapped/ Program Development/ *Regular Class Placement/ Special Education/ *Special Education Teachers/ State Programs / Teacher Attitudes/ Teacher Certification/ *Teacher Education / Team Teaching
Mainstreaming is defined as the conscientious effort to place handicapped children into the least restrictive educational setting that is appropriate for their needs. The primary objective of this process is to provide these children with the most appropriate and effective educational experiences that will enable them to become self-reliant adults. This report explores: (1) how mainstreaming is operationally defined and how widespread it is; (2) the implications of mainstreaming for the responsibilities and competencies of regular classroom teachers; (3) the adequacy of teacher preparation; and (4) the efforts toward matching the preparation and responsibilities of regular classroom teachers. There are seven chapters: (1) Introduction; (2) Mainstreaming: Definition and Practice; (3) Impacts of Mainstreaming on Teachers. Roles; (4) Preparation of Teachers: Present Status; (5) Local, State, and Federal Response; (6) Discussion and Assessment; and (7) Recommendations. Included is a listing of related documents. (DMT)

ED126661 EC090728
Project PREM: Final Report for Year I. (Preparing Regular Educators for Mainstreaming).
Haughton, Donna D.
Texas Univ., Austin. Coll. of Education.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Grant No.: 007501218
Publ. Date: 76 Note: 48p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Elementary Secondary Education/ Exceptional Child Education/ *Handicapped Children/ *Inservice Teacher Education/ *Performance Based Teacher Education/ Program Descriptions/ Program Planning/ *Regular Class Placement/ *Teacher Education/ Teachers
Identifiers: *Preparing Regular Educators for Mainstreaming/ Project PREM

The final report on Preparing Regular Educators for Mainstreaming mildly handicapped children (Project PREM) focuses on the first year's activities and outlines proposed objectives for the project's second and third years. Covered in an introductory section are Project PREM's main objective of developing and implementing a competency-based program for both preservice and inservice teachers, the background of educational programing for the handicapped, the history of special education in Texas, and Project PREM's purposes and goals. Project activities are noted to be divided into four major cluster areas (sample activities are in parentheses): planning (selection of educators to serve on the planning and development team); identification of competencies and management systems (a survey of state and national planning and training procedures in relation to the mainstreaming concept); major programing activities and evaluation (the pilot testing of the modules and delivery systems with 107 preservice and inservice teachers); and administration and organization. Listed among second year objectives in each of the major cluster areas is the identification of instruments and procedures for evaluating the field experience component. Plans (also listed for each cluster area) for year 3 of the project are noted to involve the integration of the competency-guided modules and field components into existing preparation programs. In a final section on evaluation results, modifications are suggested which include the development of short, objective pre- and post-assessment instruments. Appended is an outline of the goals and objectives of 10 instructional modules covering such topics as handicapping conditions and individualized instruction. (SB)

ED126651 EC090567
Teacher's Unions on Mainstreaming.
Sosnowsky, William P.; And Others
Publ. Date: Jul 76 Note: 13p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: Collective Bargaining/ Elementary Secondary Education/ Exceptional Child Education/ *Handicapped Children/ *Professional Associations/ *Public Policy/ *Regular Class Placement/ Teacher Attitudes
Identifiers: AFT/ American Federation of Teachers/ CEC/ Council for Exceptional Children/ National Education Association/ NEA
Examined are three distinct forces--teacher unions, civil rights under law, and educational strategy--which have converged on the issue of educating those handicapped learners who, with proper support resources, can be maintained in regular graded classrooms. Briefly discussed are the American Federation of Teachers (AFT), the National Education Association (NEA), and the Council for Exceptional Children (CEC) definitions of mainstreaming; the process of collective bargaining; and 1975 AFT and NEA policies. Statements on mainstreaming from CEC are included and compared to collective bargaining agreements in force in Michigan during the 1974-1975 school year and key phrases taken from AFT and NEA mainstreaming policies. (SB)

ED126641 EC090529
A Comparison of the Achievements of Low Ability Elementary Pupils in Two Models of Instruction.
Harris, Donna
Publ. Date: Jul 75 Note: 14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Academic Achievement/ Educational Methods/ Elementary Education/ Exceptional Child Education/ *Individualized Instruction/ Intelligence Quotient/ *Open Education/ Performance Factors/ *Regular Class Placement/ *Slow Learners
Compared were the effectiveness of individualized instruction in a mainstreamed open classroom setting and instruction in a traditional classroom setting on the achievement levels of 56 low ability students (grades 1-6). Two groups of Ss, paired for grade level and IQ, were tested after 1, 2, and 3 years of exposure to the models. There was no significant difference in academic achievement scores of the two groups; however, the expected correspondence between IQ and achievement was found. (IM)

ED126638 EC090526
Meeting Children's Needs: A Field Centered Curriculum for Mainstreaming.
Enos, Donald F.
Publ. Date: Apr 76 Note: 21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Curriculum Evaluation/ Demonstration Projects/ Exceptional Child Education/ *Field Trips/ *Gifted/ *Handicapped Children/ *Models/ Outdoor Education/ Program Effectiveness/ *Regular Class Placement/ Secondary Education
Evaluated were the effects of a curriculum model combining mainstreaming and field-centered educational experiences on 201 handicapped, normal, or gifted high school students (13-17 years old). The model, studied over a 4-year period, was based on the importance of relating classroom activities to the reality of society and the advantages of combining field-centered education with mainstreaming. The Ss included emotionally handicapped, mentally retarded, legally blind, normal, talented, and gifted students from welfare to high middle class income families; and represented black, Chicano, Asian, white, and Native American ethnic groups. The program included a 6-to 8-week instructional phase followed by a 2-to 3-week field trip to selected localities. Pre-and postassessments were administered to the Ss each year, and in 1974 and 1975 were compared to control groups. Results suggested that increased performance in the cognitive, affective, and psychomotor domains was related to use of the field-centered model. (Also included are a description of the curriculum model, assessment results in tabulated form, and selected quotations and drawings by students.) (IM)

ED126636 EC090524
Mainstreaming and Its Effects on the Delivery of Services to the Handicapped: The Speech, Language and Hearing Special Educator.
Blanchard, Marjorie; Nober, E. Harris
Publ. Date: Apr 76 Note: 21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Aurally Handicapped/ Child Advocacy/ Delivery Systems/ *Educational Trends/ Equal Education/ Exceptional Child Research/ Hearing Therapists/ Individualized Instruction / Questionnaires/ *Regular Class Placement/ *Speech Handicapped/ Speech Therapists/ *State Legislation/ State Surveys/ *Therapists
Identifiers: Individualized Educational Programs/ *Massachusetts Special Education Law Chapter 766
A survey questionnaire was distributed to 211 speech and hearing clinicians to assess the changes in the special education process resulting from Massachusetts Special Education Law--Chapter 766, which calls for mainstream reform in the form of individually planned educational programs which involve parents in the educational planning process. Information was gathered in the following areas: general demographic variables (such as clinician's work experience, level of training, and changes in current and pre-Chapter 766 caseload population); attitudes comparing the pre-766 and current importance of 35 specific competencies in such skill areas as identification, evaluation, and therapy; changes in types of professional programs and activities in which clinicians are currently involved as compared to pre-766; and changes in clinicians' caseload profile subsequent to implementation of Chapter 766. Among survey results were that speech and hearing clinicians described a wide spectrum of increased services; that caseload profile changes were notable toward the more organic and central nervous system type problems; and that clinicians needed more experience in working with the younger ages. (Tables presenting statistical data are provided.) (SB)

ED125641# IR003731
Individualizing Instruction.
Charles, C. M.
Publ. Date: 76 Note: 238p.
Available from: The C.V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103 (ISBN-0-8016-0967-4; $7.75)
Document Not Available from EDRS.
Descriptors: *Classroom Techniques/ Diagnostic Teaching/ Humanism/ *Humanistic Education/ *Individualized Instruction/ Learning Laboratories/ Open Education/ Regular Class Placement / Textbooks
The initial chapters of this textbook on individualizing instruction address the issues of humanism in education and self-development through personalized approaches to instruction. Following a discussion of how individualized instruction accommodates differences in educational needs and learning styles, later chapters consider in detail: (1) diagnostic-prescriptive teaching; (2) modularized instruction; (3) open experience learning; (4) learning centers; and (5) informal basic programs. Specific commercially produced individualized instruction programs are discussed. Concluding chapters discuss mainstreaming and the goals of the classroom teacher. (EMH)

ED125232 EC090500
Operation Mainstream (Training Teachers to Teach Handicapped Students). A Practicum.
Harris, Petra
Nova Univ., Fort Lauderdale, Fla.
Publ. Date: May 76 Note: 198p.; Practicum, Nova University
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors: *Educable Mentally Handicapped/ Elementary Secondary Education/ *Emotionally Disturbed/ Exceptional Child Education/ *Inservice Teacher Education/ *Learning Disabilities/ Practicums/ *Program Descriptions/ *Regular Class Placement/ Resource Teachers
Described as part of a doctoral practicum are a summer staff development program, inservice activities, and the resource/consultation teacher approach to enable the mainstreaming of educable mentally handicapped, emotionally/socially maladjusted, and learning disabled children. After an introduction, research is reviewed on special education placement, alternative programs, individualization of instruction, training regular teachers to teach handicapped children, and training noncategorical special education teachers. Aspects of executing the practicum such as assessing needs, planning the workshops, and training the teachers are discussed. It is reported that responses of participating teachers and parents of children in the program are reported to have been highly positive and that most of the practicum objectives were met. Reasons for the practicum's success are given as including staff development, the diversity of supplementary learning materials made available, and intra-staff communication. Among recommendations are that additional research is needed on teacher inservice training as related to mainstreaming and individualized instructional and teaching style. Appendixes include a needs assessment checklist, a procedural timetable, and a list of characteristics of teachers in the practicum. (DB)

ED125228 EC090496
A Procedural Manual for the Cooperstown Model: A Project to Serve Preschool Children with Special Needs.
Opportunities for Otsego, Inc.,Cooperstown, N.Y.
Sponsoring Agency: Office of Child Development (DHEW), Washington, D.C.
Grant No.: H-2055
Publ. Date: 76 Note: 123p.; Developed by Head Start in Otsego County
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors: Child Advocacy/ Delivery Systems/ Demonstration Projects/ Exceptional Child Education/ *Handicapped Children/ Preschool Education/ *Program Descriptions/ Regular Class Placement/ *Resource Centers/ *Resource Teachers/ Rural Education/ *Video Tape Recordings
Identifiers: New York (Cooperstown)/ *Project Head Start
The manual provides information on procedures--the videotape recording procedure (VTR), the mobile resource center (MRC), and the child services specialist (CSS)--developed and used in the Cooperstown (New York) Head Start Program, a 3-year experimental project for developing ways to deliver services to rural area preschool children with special needs. Covered in Part 1 are the reasons (such as geographical restriction and lack of public awareness) for the unavailability of specialized services for special needs children and the key Office of Child Development (OCD) policy features (such as the requirement that programs provide the handicapped child with learning and playing experiences with nonhandicapped children) regarding services for handicapped children in Head Start. Part 2 begins with an overview of the Cooperstown Experimental Project and the case study of a 5 1/2-year-old cerebral palsied child served by the project. Detailed in the remainder of the document are the step-by-step procedures for implementing the project's three major components (VTR, MRC, and CSS). It is noted that the VTR serves as an observation tool for looking at a child's behavior, assessing needs, and leading to a follow-up prescription for the individual child's program; that the MRC is used as a center where children participate in a half-day educational and socialization program in an integrated setting; and that the CSS is a special staff member with general child development background, training, and experience who works directly with the child, his family, Head Start staff, and the community. Appendixes and exhibits include a listing of OCD experimental Head Start projects for handicapped children, a list of stimulus materials which can be used for the VTR procedure, and job descriptions and responsibilities of various project staff positions. (SB)

ED125204 EC090438
Investigation of the Relationships Between Academic Achievement and Self-Concept in Children with Specific Learning Disabilities.
Houck, Cherry; Houck, Ernest
Publ. Date: Apr 75 Note: 21p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Academic Achievement/ Elementary Secondary Education/ Exceptional Child Research/ *Learning Disabilities/ Regular Class Placement/ *Resource Teachers/ *Self Concept/ *Special Classes
Investigated was the relationship between academic achievement and self concept with a total of 37 learning disabled (LD) children (between the ages of 8 and 14 years) of whom 19 were enrolled in self contained special classes and 18 were receiving services from resource teachers. Ss were administered the Primary Self Concept Inventory and the Wide Range Achievement Test. Results indicated that LD children in the two settings did not differ in academic achievement or self concept and that there was little correlation between academic achievement and self concept as measured in the study for this population. (DB)

ED125203 EC090437
Results of a Follow-Up Sociometric Research Study and Summary of Longitudinal and Cross Sectional Data on Hearing Impaired Children Enrolled in Regular Classrooms.
Kennedy, Patricia; And Others
Publ. Date: Apr 76 Note: 22p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976)
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Aurally Handicapped/ Elementary Education/ Exceptional Child Research/ Followup Studies/ Longitudinal Studies/ *Peer Acceptance/ *Regular Class Placement/ *Self Concept
The peer acceptance and self perceived status of 18 elementary grade students with moderate, severe and profound hearing impairments enrolled in regular public school classrooms were examined. Eleven Ss comprised a longitudinal sample and were in the fourth, fifth, and sixth grade at the time of the follow-up study; five Ss were in first grade. Three sociometric tests were administered to the longitudinally studied and first grade hearing impaired children and their classmates to assess both peer acceptance and self-perceived status. Results indicated that these hearing impaired children were as accepted as their normally hearing peers. However, the first grade Ss with impaired hearing scored higher than the longitudinal group on all measures. All of the Ss were perceptive of their own social status. (Included is a summary of cross sectional and longitudinal data, a teacher questionnaire, and implications for preschool programing.) (Author/SB)

ED125197 EC090431
The Special Day School Placement of High IQ and Low IQ EMR Pupils.
Myers, James K.
Publ. Date: Apr 76 Note: 27p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1973)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: *Academic Achievement/ *Educable Mentally Handicapped/ Elementary Education/ Exceptional Child Research/ Intelligence Differences/ Longitudinal Studies/ Mentally Handicapped/ *Program Effectiveness/ Regular Class Placement/ *Self Concept/ *Social Adjustment/ Special Classes/ Special Schools
The effectiveness of the special school, special class, and regular class in the education of low IQ (49 to 70) and high IQ (71 to 85) educable mentally retarded pupils (n=120) (all between the ages of 7 and 12 years) was investigated. Effectiveness was determined by academic achievement, self concept, and social adjustment within school settings and social adjustment in community settings over 2 years. The Wide Range Achievement Test, the Piers Harris Self Concept Scale, and an investigator adapted sociometric test were used to assess these factors. Three randomly selected groups of 30 pupils from each group (special school, special class, and regular class) in the school and 10 pupils from each group in the community were studied. Results indicated that there were no significant differences among total groups with the three administrative settings in reading, spelling, or arithmetic; that there were significant differences on some measures of academic achievement when groups were divided in terms of high and low IQ; that there were no significant differences found in self concept among total groups of high IQ groups; that both total groups of pupils and low IQ pupils were significantly better adjusted socially in the special school and special class than in the regular class; and there were no significant differences in the social adjustment of high IQ pupils among the three administrative groups. (Author/SB)

ED125189 EC090392
The Effects of a Teacher Consultant Model on Learning Disabled Children.
Bagley, Michael T.; Larsen, Stephen C.
Publ. Date: Apr 76 Note: 15p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (54th, Chicago, Illinois, April 4-9, 1976); For a related document, see EC 090 391
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors: *Academic Achievement/ *Consultation Programs/ Elementary Education/ Exceptional Child Research/ *Learning Disabilities/ Regular Class Placement/ Remedial Instruction/ Resource Centers/ *Special Education/ *Special Education Teachers/ Student Evaluation/ *Teaching Methods
A study was conducted to determine the academic and behavioral growth of 50 learning disabled students (in grades 2-5) who participated in a teacher-consultant program for 1 year. As part of the program, the consultant provided remedial instruction, visited the regular teachers to monitor and evaluate the work of special students, shared materials, and offered instructional techniques. Predictive levels of achievement for the 50 Ss were obtained through historical regression procedures, and the predicted achievement scores were compared to actual achievement scores. Ss' achievement gains were well beyond the predicted grade equivalents for each of the academic skill areas as measured by the Scientific Research Associates Achievement Test. Results for the affective area, although significant, were not as positive as results from the achievement area. (SB)

ED125053 EA008378
Collecting Baseline Data for the Least Restrictive Alternative.
Wiener, William K.; Rudisill, Marie S.
Publ. Date: 76 Note: 30p.; Paper presented at the Annual Meeting of the Midwestern Association of Behavior Analysis (Chicago, Illinois, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Administrator Attitudes/ *Change Strategies/ Educational Innovation/ Elementary Secondary Education/ *Measurement Techniques/ Parent Attitudes/ *Program Descriptions/ *Regular Class Placement/ *School Surveys/ Special Education/ Tables (Data)/ Teacher Administrator Relationship/ Teacher Attitudes
This paper argues that implementing recent federal and state mandates requiring the placement of special students in "the least restrictive educational alternative" necessitates the collection of baseline data on the existing organizational status of affected schools, the current level of teacher preparedness, and community receptivity toward the proposed change. The authors describe in detail five research instruments that are appropriate for gathering such baseline data and discuss the way these instruments were used to prepare for the mainstreaming of exceptional students at Signal Run Elementary School in North Carolina. The instruments used in the Signal Run project included Feitler's Profile of a School--Form T, Blumberg and Amidon's Teacher Perception of Principal Behavior instrument, Schutz's Val-Ed instrument, a Resource Room Questionnaire developed by the authors, and Wiener and Blumberg's Parent-School Community Questionnaire. The appendix summarizes data gathered through the use of these instruments during the Signal Run project. (JG)

ED123837# EC090106
Mainstreaming: Origins and Implications.
Reynolds, Maynard C., Ed.
Council for Exceptional Children, Reston, Va.; Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Publ. Date: 76 Note: 65p.; Proceedings from the Deans' Projects Conference sponsored by The Leadership Training Institute/Special Education, University of Minnesota (July 1975)
Available from: Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($3.00, Publication Number 135)
Document Not Available from EDRS.
Descriptors: Conference Reports/ Court Cases/ Educational Needs/ Educational Philosophy/ Educational Trends/ Elementary Secondary Education/ Ethics/ Exceptional Child Education/ *Handicapped Children/ *Individualized Instruction/ *Public Policy/ *Regular Class Placement/ *Teacher Education
Presented are papers and responses given at the July 1975 Deans' Projects Conference on the origins and implications for personnel training of trends in mainstreaming handicapped children. A paper by E. Martin, director of the Bureau of Education for the Handicapped, identifies problems such as the need for more training of regular teachers. Included is the paper given at Session I by T. Gilhool titled "Changing Public Policies--Roots and Forces" which reviews the implications of recent court cases. Responses to the Gilhool paper are by G. Clifford, D. Lortie, J. Frein, L. Brinegar, and R. Egbert. The main paper of Session II is titled "Consequences for Instruction--the State of the Art of Individualizing" by R. Snow with responses by H. Klausmeier, A. Hilliard, and C. Meisgeier. "Ethics, Umbrage, and the A B C Ds" by R. Cromwell is the main paper of Session III and focuses on the development of valid diagnostic constructs. Responses are by D. Corrigan, R. Johnson, and R. Jones. Also included are an address by H. Bertness titled "Progressive Inclusion--the Mainstream Movement in Tacoma" and a reaction by M. Scriven titled "Some Issues in the Logic and Ethics of Mainstreaming". (DB)

ED123822 EC090013
Effects of a Mediated Training Course on Teachers and Students in Mainstreaming Programs.
Chow, Stanley H.L.; And Others
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Publ. Date: Apr 76 Note: 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 21, 1976)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors: Academic Achievement/ Attitudes/ Elementary Education/ Exceptional Child Research/ *Inservice Teacher Education/ *Learning Disabilities/ *Mathematics/ Program Effectiveness/ *Regular Class Placement/ Teacher Evaluation/ *Tutoring/ *Underachievers
Thirty-eight teachers and 96 low achieving students from 10 elementary schools were involved in a study designed to evaluate the effects of an inservice training course, "Tutoring in Mathematics", on teachers in mainstreaming settings. Course effects were defined in terms of specific tutoring skills and teacher attitudes about working with mainstreamed students. Changes in student math achievement and attitudes toward math were also examined. Experimental teachers took the 6-week course while control teachers received no training. A videotape of a tutoring session was taken before and after training. Three of the nine tutoring skills (specific verbal praise, negative comments, and teacher declarations) reached statistical significance at posttest for the experimental teachers; control teachers did not exhibit significant gains in tutoring skills. Significant gains were also achieved on the total attitude scale and two attitude subscales for experimental teachers only. Pre-post math attitude and math achievement scores were collected for the students. Students of experimental teachers showed significant gains in total math achievement particularly in addition, subtraction, and multiplication subscales, whereas students of control teachers did not exhibit similar gains. Data on student attitude toward math indicated no significant increase or decrease for both student samples. (Author/SB)

Postscript

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